2016 S1 - Individual Report for MATHS 2102 Differential Equations UG (Lewis Mitchell)

Student Experience of Learning and Teaching (eSELT)

Project Audience 140
Responses Received 54
Response Ratio 39%

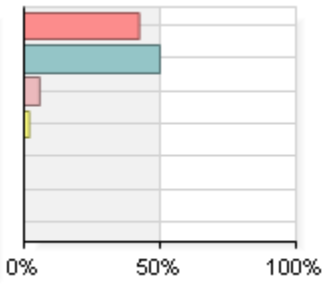
Prepared by Planning and Analytics
Creation Date Thu, Jul 14, 2016

This Course...

Competency Statistics	Value
Mean	6.25
Median	6.00
Standard Deviation	+/-0.92

1. Has clearly identified learning outcomes.

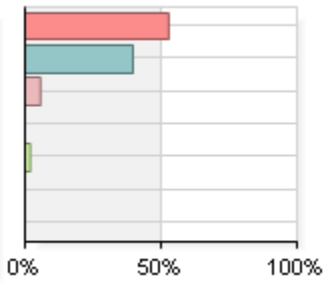
Strongly Agree	22	42%
6	26	50%
5	3	6%
Undecided	1	2%
3	0	0%
2	0	0%
Strongly Disagree	0	0%
Total	52	



Statistics	Value
Mean	6.33
Median	6.00
Standard Deviation	+/-0.68
% Broad Agreement	98%

2. Is well organised.

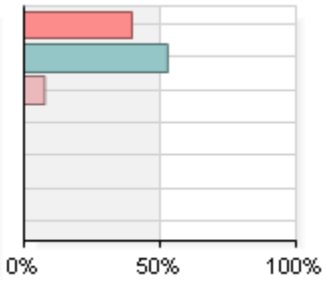
Strongly Agree	28	53%
6	21	40%
5	3	6%
Undecided	0	0%
3	1	2%
2	0	0%
Strongly Disagree	0	0%
Total	53	



Statistics	Value
Mean	6.42
Median	7.00
Standard Deviation	+/-0.77
% Broad Agreement	98%

3. Has a workload that is appropriate for the achievement of its learning outcomes.

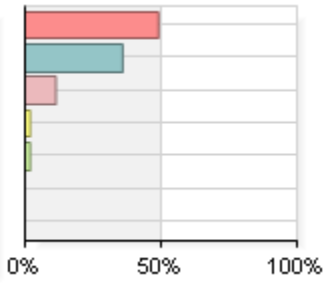
Strongly Agree	21	40%
6	28	53%
5	4	8%
Undecided	0	0%
3	0	0%
2	0	0%
Strongly Disagree	0	0%
Total	53	



Statistics	Value
Mean	6.32
Median	6.00
Standard Deviation	+/-0.61
% Broad Agreement	100%

4. Uses appropriate strategies to engage me in my learning.

Strongly Agree	26	49%
6	19	36%
5	6	11%
Undecided	1	2%
3	1	2%
2	0	0%
Strongly Disagree	0	0%
Total	53	

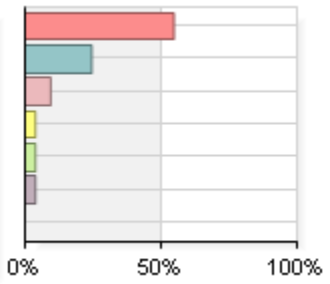


Statistics	Value
Mean	6.28
Median	6.00
Standard Deviation	+/-0.89
% Broad Agreement	96%

This Course... (continued)

5. Uses appropriate online resources and technologies to help me achieve its learning outcomes.

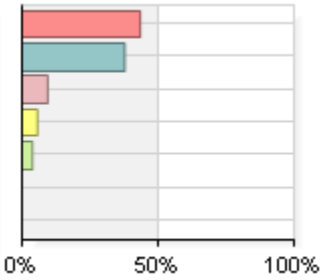
Strongly Agree	29	55%
6	13	25%
5	5	9%
Undecided	2	4%
3	2	4%
2	2	4%
Strongly Disagree	0	0%
Total	53	



Statistics	Value
Mean	6.11
Median	7.00
Standard Deviation	+/-1.33
% Broad Agreement	89%

6. Uses methods of assessment that help me achieve its learning outcomes.

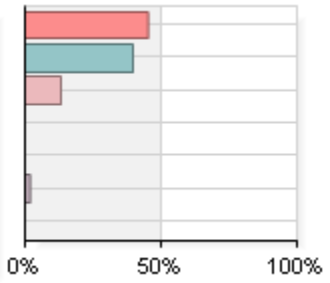
Strongly Agree	23	43%
6	20	38%
5	5	9%
Undecided	3	6%
3	2	4%
2	0	0%
Strongly Disagree	0	0%
Total	53	



Statistics	Value
Mean	6.11
Median	6.00
Standard Deviation	+/-1.05
% Broad Agreement	91%

7. Helps me to develop my thinking skills (eg. problem solving, critical analysis).

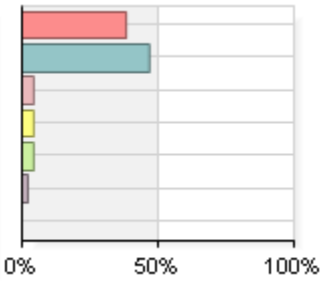
Strongly Agree	24	45%
6	21	40%
5	7	13%
Undecided	0	0%
3	0	0%
2	1	2%
Strongly Disagree	0	0%
Total	53	



Statistics	Value
Mean	6.25
Median	6.00
Standard Deviation	+/-0.92
% Broad Agreement	98%

8. Has a learning environment that takes into account student diversity.

Strongly Agree	18	38%
6	22	47%
5	2	4%
Undecided	2	4%
3	2	4%
2	1	2%
Strongly Disagree	0	0%
Total	47	

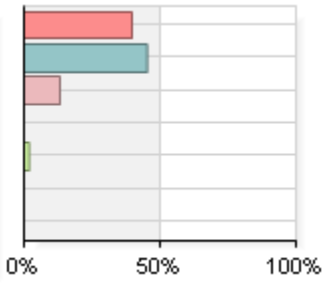


Statistics	Value
Mean	6.04
Median	6.00
Standard Deviation	+/-1.16
% Broad Agreement	89%

This Course... (continued)

9. My learning in this course is supported by effective feedback.

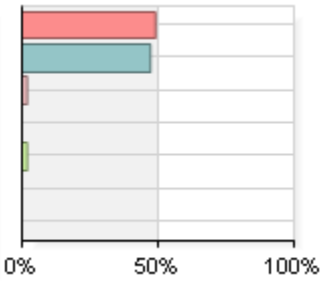
Strongly Agree	21	40%
6	24	45%
5	7	13%
Undecided	0	0%
3	1	2%
2	0	0%
Strongly Disagree	0	0%
Total	53	



Statistics	Value
Mean	6.21
Median	6.00
Standard Deviation	+/-0.82
% Broad Agreement	98%

10. Overall, I am satisfied with the quality of this course.

Strongly Agree	26	49%
6	25	47%
5	1	2%
Undecided	0	0%
3	1	2%
2	0	0%
Strongly Disagree	0	0%
Total	53	



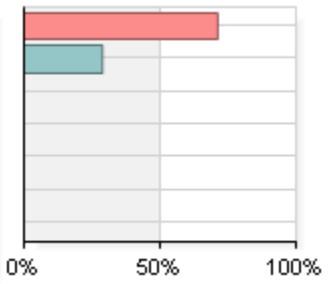
Statistics	Value
Mean	6.42
Median	6.00
Standard Deviation	+/-0.72
% Broad Agreement	98%

Lewis Mitchell...

Competency Statistics	Value
Mean	6.59
Median	7.00
Standard Deviation	+/-0.64

1. Shows concern for students.

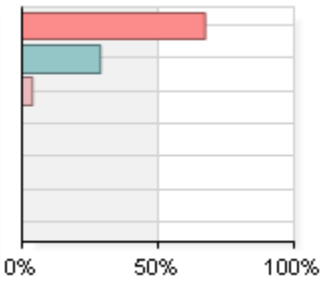
Strongly Agree	37	71%
6	15	29%
5	0	0%
Undecided	0	0%
3	0	0%
2	0	0%
Strongly Disagree	0	0%
Total	52	



Statistics	Value
Mean	6.71
Median	7.00
Standard Deviation	+/-0.46
% Broad Agreement	100%

2. Encourages student participation.

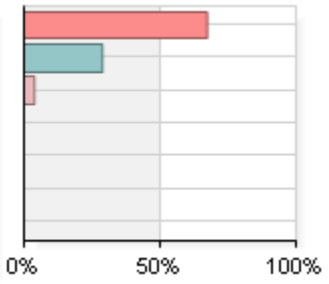
Strongly Agree	35	67%
6	15	29%
5	2	4%
Undecided	0	0%
3	0	0%
2	0	0%
Strongly Disagree	0	0%
Total	52	



Statistics	Value
Mean	6.63
Median	7.00
Standard Deviation	+/-0.56
% Broad Agreement	100%

3. Stimulates my interest in learning in this course.

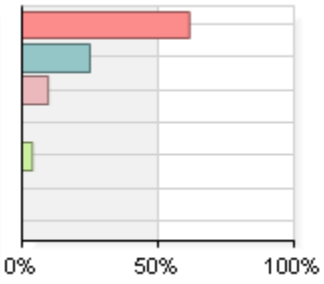
Strongly Agree	35	67%
6	15	29%
5	2	4%
Undecided	0	0%
3	0	0%
2	0	0%
Strongly Disagree	0	0%
Total	52	



Statistics	Value
Mean	6.63
Median	7.00
Standard Deviation	+/-0.56
% Broad Agreement	100%

4. Gives clear explanations.

Strongly Agree	32	62%
6	13	25%
5	5	10%
Undecided	0	0%
3	2	4%
2	0	0%
Strongly Disagree	0	0%
Total	52	

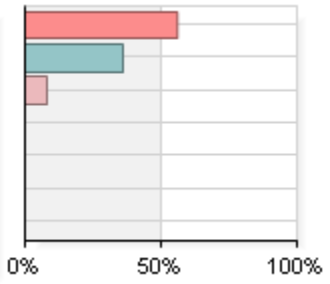


Statistics	Value
Mean	6.40
Median	7.00
Standard Deviation	+/-0.96
% Broad Agreement	96%

Lewis Mitchell... (continued)

5. Provides useful feedback.

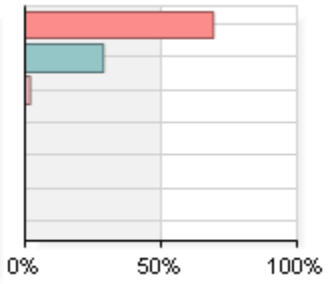
Strongly Agree	28	56%
6	18	36%
5	4	8%
Undecided	0	0%
3	0	0%
2	0	0%
Strongly Disagree	0	0%
Total	50	



Statistics	Value
Mean	6.48
Median	7.00
Standard Deviation	+/-0.65
% Broad Agreement	100%

6. Is an effective university teacher.

Strongly Agree	36	69%
6	15	29%
5	1	2%
Undecided	0	0%
3	0	0%
2	0	0%
Strongly Disagree	0	0%
Total	52	



Statistics	Value
Mean	6.67
Median	7.00
Standard Deviation	+/-0.51
% Broad Agreement	100%

What are the best aspects of Lewis Mitchell's teaching?

Comment
The enthusiasm Lewis has for this course is infectious! So wonderful to have a lecturer who is engaging and even sometimes entertaining. He is approachable and helpful and always willing to answer questions. It is wonderful to see a lecturer who cares so genuinely for his students and really wants us all to understand and enjoy maths as much as he does. A lecturer who has 3 consulting sessions a week and who has checked to see when the majority of his students do not have lecturers is great. Lewis seems to really understand how students feel and that makes him relatable and interesting. I was impressed when he did an extra lecture on a concept who felt people didn't understand, again proving he cares about being a good lecturer. Wonderful to have him as a lecturer, made coming into to uni in the morning slightly less of a drag! Bring on Numerical Methods!!
he really made sure everyone understood the content
Lewis makes the lectures very interesting, and explains concepts very clearly. In particular, when he could tell that a lot of people were struggling with separation of variables he dedicated a lecture to revision on this topic, which was helpful. He was very active on the discussion board as well.
He makes sure that we understand the content before moving on. He is always asking if anyone has questions about assignments or tutes
Lewis is a great lecturer and makes his students feel like they are a priority. He is engaging, and explains the course material well. He is always asking if there are any questions students have and likes to know the areas in which students are having difficulty. Lewis has 3x 1 hour blocks set aside for consulting each week. I think this is much better than only having 1 per week as there is more time for questions and sometimes consulting times clash with other lectures. Lewis is also willing to consult at other times when he is available. Lewis also gives very good discussion on Matlab code when required throughout the course.
Very engaging and clear explanations. He gave some great real world examples that really stimulated my interest in the course. He also showed how much more engaging a lecturer can be if they use the whiteboard instead of the document camera. I also appreciated the way all of the notes were set out.
Lewis makes this course extremely interesting, through his explanation of real world examples and computer demonstrations.
Absolutely love the style of lectures, although the graph shown in lecture 32 did show the decline in student attendance, over the semester I've noticed a trend that there is a much higher attendance rate in DEs compared to all of my other subjects. Gives great explanations and made a lot of scary material look not-so-scary. You can 100% say that my fears about DEs just "disappeared." I cannot imagine a more eloquent, quirky, or hilarious man, please don't ever change.
Perfect explanations of everything, could not have done anything better. His connection to our generation, he made a reference to the movie Zombieland when talking about systems of equation. That was a good laugh
He is a very engaging lecturer, and is extremely passionate about his course.
He's very approachable. Makes himself available to students and is a good teacher.
I don't know how he does it, but when I go to his lectures I don't feel as bored and actually pay attention to what he's saying, I don't know maybe his personality makes his lectures more fun to be in? Keep doing what you're doing Lew
Lewis brings a positive, energetic vibe to every lecture and is highly engaging. I found his explanations of key concepts clear and easy to understand.
Lewis is a good communicator and provides clear and concise feedback.
his illustrious nose, and or glasses. I would take him out to dinner if he wasn't married, 10/10. Would want that lecturer again. Enthusiasm clarity and patience were his strong points.
MATLAB demonstrations were useful Extra content through Twitter was interesting
good
His use of various media and references to real world examples of the topics. His sense of humour and enthusiasm for the course is contagious and he shows a clear interest for teaching the course rather than being their because he has to.
All of them

Engages the students in lectures and shows genuine concern for every student.
a very good teacher
He is clearly very comfortable in front of the class, and this makes his lectures very engaging. He's also willing to step outside of the standard course material to talk about interesting applications and extensions of the theory.
Enthusiastic and really makes the content interesting. Easily the best lecturer I've ever had.
Lewis is upbeat and engaging, and very relatable as a lecturer. He normally makes the lectures engaging and enjoyable.
Particularly engaging and usually energetic (early mornings), and happy to have his mistakes corrected.
Very engaging manner, encouraged participation in lectures. Extra examples, using animations/videos of physical processes were interesting and helpful.
Lewis is very engaging, and evidently interested int the content and the students. It is evident he understands the way the vast majority of students learn. He is always careful to present concepts in a way that is accessible to students, and makes most ideas intuitive. Assignment questions are always interesting (and enjoyable).
He can answer questions with any part of the course at any time allowing students to get help and information if having trouble with any part of the course.
He's fun!
His lectures are interesting and fun to watch. He gives very clear explanations
Always engaging, relevent and funny. Made an effort to chat to and get to know everyone in the tutorials.
Lectures aren't overwhelming or too packed with content. Always explains concepts clearly :)
Personable nature, relating real world examples, and not over-reaching on the content. He takes the time to cover a little less a lot more thoroughly - which I believe is the right way. His efforts in considering his delivery methods and content is stand out.
He is very interesting and easy to understand.

Lewis Mitchell could improve student learning by:

Comment
The end of the course seemed a bit rushed and was quite confusing. Of course i'm aware that there are only so many lectures but maybe try to allow more time for this end section.
Wiely plus was a bit of a pain to have to do every lecture. i would prefer a weekly thing with more questions. but overall i think the wiely plus did help my understanding and learning
Not wasting the first 5 to 20 minutes of lectures. I understand you're trying to make the course fun but it's time that could be better spent. Also it was obvious that you need to put more working on your own lecture notes, you confused yourself a few times :p
I found the section on traffic waves to be quite confusing, mainly the step where the new function r(x,t) is introduced and the steps following this. If this could somehow be explained in more detail then that would be helpful. I was also unsure about the step where we seemingly 'guessed' D'Alambert's solution, and it may be useful to explain where this comes from (5.1.3 in the notes) before discussing traffic waves.
N/A
N/A. You're great, don't change.
I really like the lecture where you told us to do an integration by parts and walked around looking at how we were going - the integration by parts was disgusting, but definitely do that some more (perhaps with another type of question).
Salary raise, tenure and all the perks a uni professor can get with all the bonuses
Not changing one bit. =)
sometimes it's not clear what's happened between steps taken when deriving a formula or something. Maybe he could be even more explicit when working out stuff so when we go back on our notes, it's all there with no confusion.
Nothing, he's perf 10/10
N/A
The fluency of some lectures this semester varied. Power series lectures were often not quite clear about shifting the index. Some lectures introducing PDE's were also not as clear or well rehearsed as other lectures this semester.
wearing more sexy shirts.

good
Consultations times classed with MCC course on some days and he is quite busy outside of those times so it was on occasion hard to arrange a meeting.
nothing really
Sometimes the lectures feel a little too all over the place and could do with a bit more structure.
Less assuming that everyone can use MATLAB - a large portion of the class can't
Using less Matlab, it's application felt unnecessary, and I felt alienated from the content each time it was used.
.
Little.
It would be interesting to see some time-dependent boundary conditions for some of the PDE's covered in lectures. Even if it is not at 2nd year level yet, it would be interesting to see where these ideas lead to in more complex problems.
Maybe slowing down at times, sometimes he went a bit quick in examples.

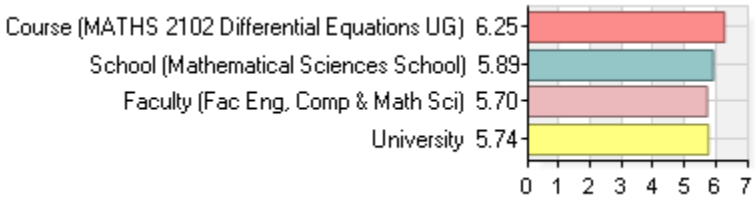
2016 S1 Comparison Statistics

Mean (average valid student responses between 1 and 7) and StandardDev (Standard deviation of valid student responses) are used for comparison statistics between Course, School, Faculty and University and Individual Teacher, School, Faculty and University.

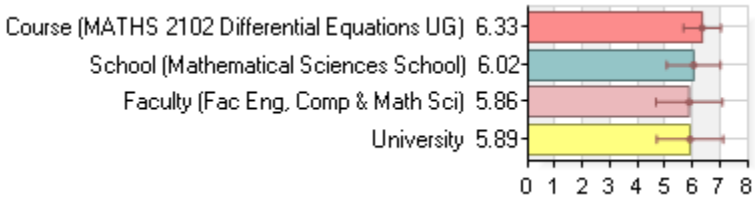
This Course...

2016 S1 Overall Mean

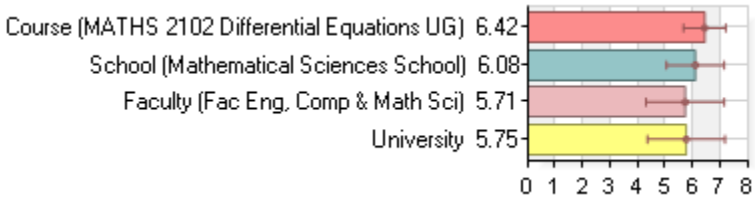
StandardDev



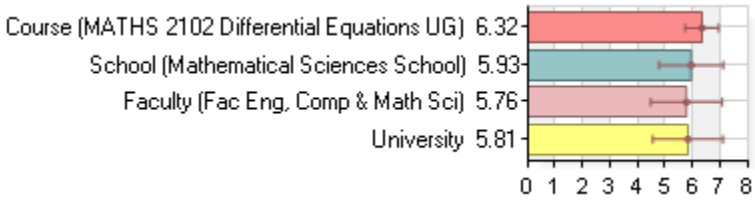
1. Has clearly identified learning outcomes.



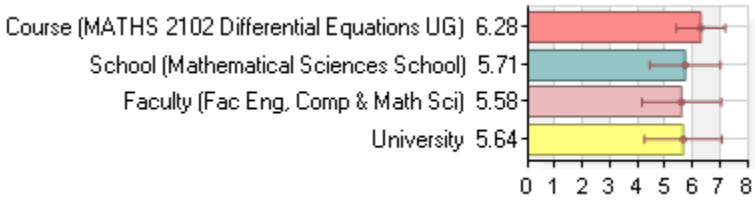
2. Is well organised.



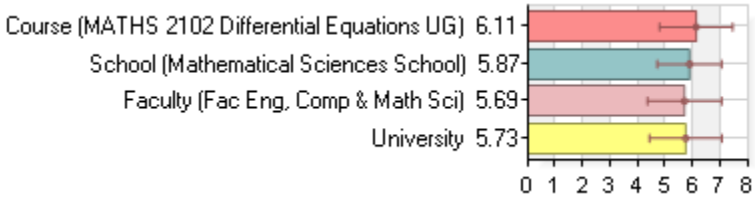
3. Has a workload that is appropriate for the achievement of its learning outcomes.



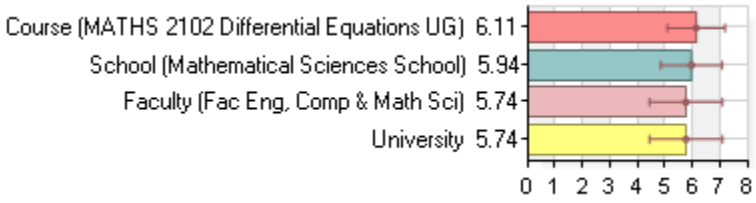
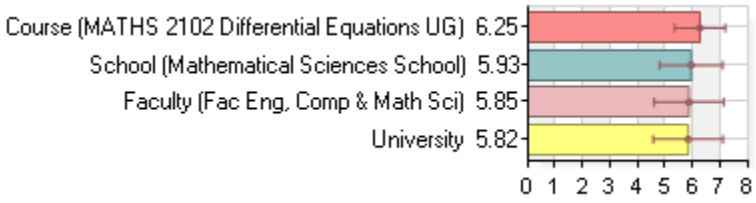
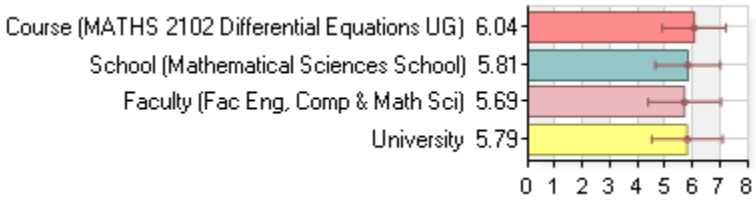
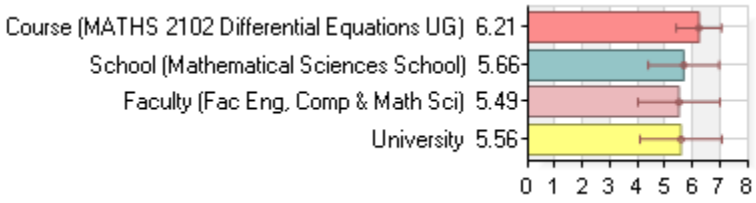
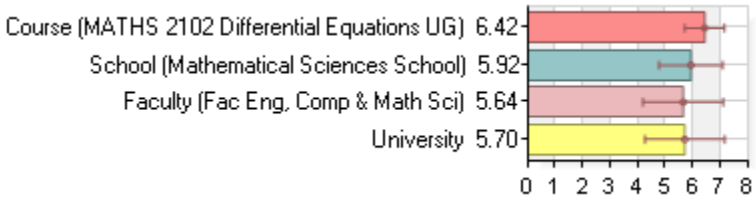
4. Uses appropriate strategies to engage me in my learning.



5. Uses appropriate online resources and technologies to help me achieve its learning outcomes.



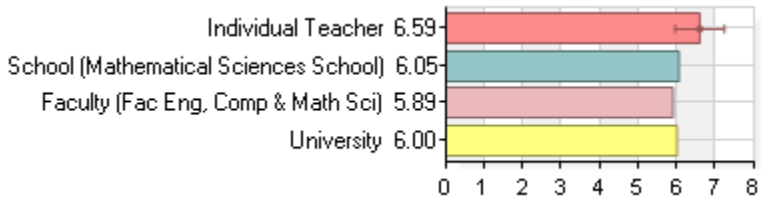
This Course... (continued)

6. Uses methods of assessment that help me achieve its learning outcomes.	
7. Helps me to develop my thinking skills (eg. problem solving, critical analysis).	
8. Has a learning environment that takes into account student diversity.	
9. My learning in this course is supported by effective feedback.	
10. Overall, I am satisfied with the quality of this course.	

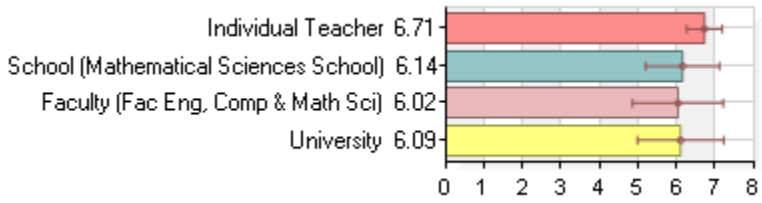
Lewis Mitchell...

2016 S1 Overall Mean

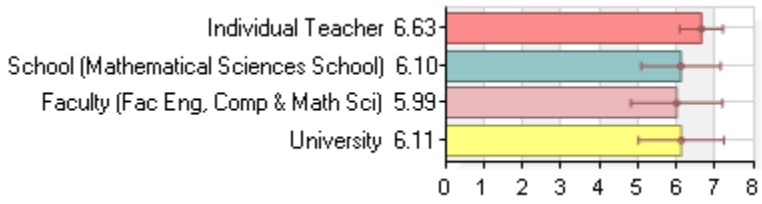
StandardDev



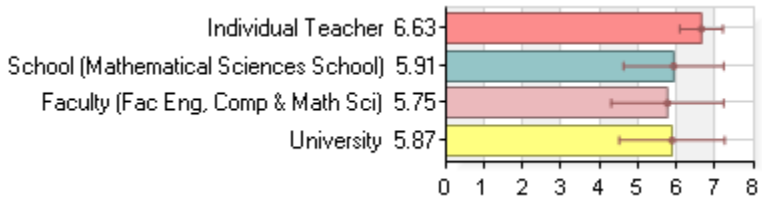
1. Shows concern for students.



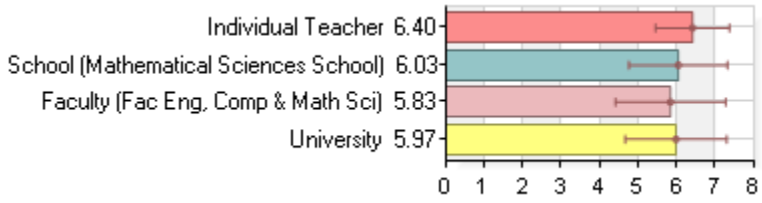
2. Encourages student participation.



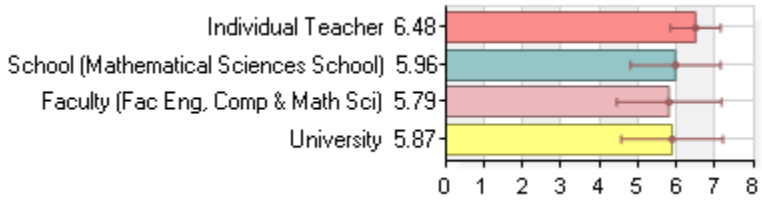
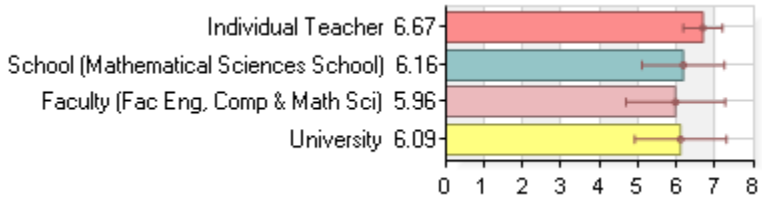
3. Stimulates my interest in learning in this course.



4. Gives clear explanations.



5. Provides useful feedback.



6. Is an effective university teacher.